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ABSTRACT

This paper reports on the Futuristic Priorities Division members' recommendations and priorities concerning the impact of the future on communication and on the speech communication discipline. The recommendations and priorities are listed for two subgroups: The Communication Needs and Rights of Mankind; and Future Communication Technologies: Hardware and Software. The considerations of the groups range from individual cellular psycho-physiology, through considerations of space age computers, to the amplification of space travel and intergalactic explorations. Also included is an appendix containing a preliminary annotated bibliography of educational futures; a sample list of sources concerning the future; a future oriented recreational exercise; and an article, "Future Communication Technologies: Gaining an International Data Base," which discusses the concept of an organization for retrieval and evaluation of international research data in the study of human communication. (WR)

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REPORT OF THE FUTURISTIC PRIORITIES DIVISION

Overview

Frank E. X. Dance, Director

Even though we have been admonished in the words of a popular song 'The future's not ours to see, whatever will be will be," the members of the Futuristic Priorities Division tried to focus their understanding and attention upon the prediction of future trends and needs of the speech communication profession. The two subgroups worked independently of each other and it should be noted that Group I made a conscious decision to deal with communication in general rather than restrict their consideration to speech communication in particular. On the other hand, Group II opted in favor of restricting their consideration to the field of speech communication.

As you read the reports of the two groups it becomes apparent that their considerations ranged from individual cellular psycho-physiology, through considerations of space age computers, to the amplification of space travel and intergalactic explorations. In this report, you will find the Division members' recommendations and priorities concerning the impact of the future on communication and upon the speech communication discipline.

GROUP ONE: THE COMMUNICATION NEEDS AND RIGHTS OF MANKIND

Alton Barbour, Chairperson

PRIORITIES AND ISSUES:

1. We ought to explore the possibilities of implementing two apparently contradictory ideas:
   a. That of creating world-wide technological systems of communication which would in effect create world citizens.
   b. That of protecting and maintaining ethnicity and cultural diversity, tolerance for diversity and cultural differences.
2. We ought to utilize interdisciplinary approaches to discovering what might be termed the basic similarities and basic differences of human beings across cultures, of exploring the commonalities and the apparent differences as a means of facilitating cross cultural communication.
3. We ought to discover the effects of media with particular reference to the potential of its use of manipulation, invasion of privacy, and the less immediate influences of exposure to media.
4. We should investigate the possibilities of integrating the arts and the humanities into practical decision-making about the importance of values to the quality of life.

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5. So that the actual and reported needs of various peoples and cultures might better be understood, we ought to explore the utilization of various research methods to attempt to determine those needs.

6. We should recognize power as a fact of life, discovering the means for utilizing that power to further goals, purposes, and values according to jointly agreed upon standards.

7. Investigation of the increase in population as a threat to agreed upon rights and needs ought to be initiated.

8. Exploration of the use of a world communication system which informs individuals in various cultures and in effect instructs them about the implications of becoming world citizens, involved with other world citizens through the communication system needs to be undertaken. This "education" would confront and explain values present in the various cultures attempting to evoke tolerance, compassion, and allowance for diversity, cultural differences, and varying qualities of life. A principal objective would be the importance of rights and respect.

9. We should attempt to draw guidelines to delineate the limits of free and individual decision-making when it infringes upon the rights and freedoms of others particularly when the effects of that decision-making are long term and ecologically destructive.

10. We should explore the possibilities of curtailing the inhumane effects of technology and of utilizing technology for humane ends.

IMPLEMENTATIONS:

1. The SCA should create a committee to:

   a. Review speech-communication curriculums with reference to the objectives of the SCA Commission on Human Rights.

   b. Review speech communication curriculums with reference to the objectives of freedom, human rights, human needs, ethnicity, humanism, and world-mindedness.

   c. Develop courses, texts, and material to fill felt needs in the curricular matters described above.

2. The SCA should authorize and support the development of a compendium of international laws describing the limits of freedom in various countries and cultures; the development of guidelines governing freedom of expression across cultures.

3. Under the authority of the SCA Commission on Human Rights, the creation of regional study groups of no more than 15 persons, represented by interested individuals from various cultures, but not representing particular groups or organizations (vested interests), to meet in a place symbolic of the international thrust of the composition of the groups. Initial groups to be called

Commission for the Pacific (convened by Stan Harms) and the Commission for the Americas (convened by William Howell). Such commissions are to utilize existing groups devoted to similar goals. The SCA Commission on Human Rights is to utilize the outputs and suggestions of the two study groups for testing issues and ideas, sampling opinion, and integrating material. Other study groups may be authorized depending upon the results obtained from the two initial study programs.

4. Exploration might be made of speech communication research in progress or currently available which bears on issues of communication needs and rights of mankind.

GROUP TWO: FUTURE COMMUNICATION TECHNOLOGIES:

HARDWARE AND SOFTWARE

William Conboy, Cochairperson
Larry Wilder, Cochairperson
Jack Barwind, Cochairperson

GENERAL STATEMENT OF RATIONALE:

The study of the future is based on our belief that man ought to try to have as great an influence as possible in determining man's future. And, since man can deal with the future only through his symbolic systems, speech communication professionals have a role and a responsibility in the study of the future.

PRIORITIES AND ISSUES:

1. Consideration ought to be given to the determination of what special and/or unique role a speech communication professional has in futuristic studies.

2. Because technology may cause a change in the role of speech communication in society, we should study the interaction of technology on speech communication in the individual and society.

3. As simulations of the human nervous system increase, we ought to consider how such simulations may affect the development of the human nervous system as expressed in speech communication.

4. As simulations of the human nervous system increase, we ought to consider how this will affect the development of the social system.

5. Consideration should be given to the role that speech communication can play in choice making and decision making that will determine the future.

6. Since we aspire to a world ahead which is anticipated rather than accidental:

   a. We should commit the resources of the speech communication profession to the analysis of probable value shifts and prospective human priorities.

b. We should try to identify those premises inherent in speech communication which may themselves be crucial value imperatives for the future.

c. We should employ our research and educational energies to develop fully the skills of speech communication which can facilitate optimum social choice and decision-making.

7. The Association should explore creative and innovative alternative uses of present technologies and methodologies.

8. We recommend that the Association monitor current and future attempts at communicating with extra-terrestrial intelligence.

9. So that in the future we may more accurately perceive the past we recommend the institution of archives or oral history.

10. As a field we ought to use technology to generate a data-base for speech communication from an international perspective.

11. We recommend the use of a DELPHI program to assess future priorities for the speech communication profession.

IMPLEMENTATIONS:

1. The SCA should set up regional study groups to explore the various problem areas as listed above. Special attention should be given to the role speech communication professionals play in futuristic studies.

2. The SCA should initiate and support a "Symposium on Futuristic Priorities" calling together scholars from several academic disciplines.

3. The SCA should set up a committee to investigate the possibilities of creating an internationally based speech communication research consortium to collect, evaluate, and disseminate speech communication research.

4. A committee should be created to establish the archives of oral history.

APPENDIX

Prepared Materials and Bibliographies

on

Future Communication Technologies

FUTURE COMMUNICATION TECHNOLOGIES:
HARDWARE AND SOFTWARE

Consulting Team from the University of Kansas

William A. Conboy, Ph.D.
Richard E. Barnes, Ph.D.
Jett Carkhuff

Shaping The Future of American Education: A Preliminary Annotated Bibliography of Educational Futures

Richard E. Barnes, University of Kansas, compiled from materials provided by Kenneth G. Gledson, Wichita State University.

OUTLINE

I. Preliminary Annotated Bibliography

1. Methodology
   a. Educational Planning
   b. Educational Futures
   c. General Planning
   d. General Futures
2. General
   a. Trends
   b. Descriptive Futures
   c. Technological Impacts
   d. Prescriptive Futures
   e. Scenarios
3. Trends in Education
   a. Elementary and Secondary
   b. Higher
   c. Other or both
4. Descriptive Futures
   a. Elementary and Secondary
   b. Higher
   c. Other or both
5. Prescriptive Futures for Education
   a. Elementary and Secondary
   b. Higher
   c. Other or both
6. Scenarios of Education
   a. Elementary and Secondary
   b. Higher

PRELIMINARY ANNOTATED BIBLIOGRAPHY

1. METHODOLOGY

a. Educational Planning

17. Morphet, Edgar L. and David L. Jesser. Cooperative Planning for Education in 1980: Objectives, Procedures, and Priorities. Designing Education for the Future. Vol. 4. New York: Citation Press, 1968, 105 pp.

4 articles concerned with prospective changes in society and the implications for educational planning. RECOMMENDED.

b. Educational Futures

25. Adelson, Marvin (ed.), with Marvin C. Alkin, Charles Carey, and Olaf Helmer, "Planning Education for the Future: Comments on a Pilot Study," The American Behavioral Scientist (Special Issue) 18:7, March 1967.

A multidisciplinary study entitled "Innovation in Education," carried out at the UCLA Institute of Government and Public Affairs.

c. General Planning

33. Dror, Yehezkel. Public Policy-Making Re-Examined. San Francisco: Chandler, 1968, 370 pp.

An authoritative work discussing contemprary policy-making and proposing an optimal model characterized by ratonal and extra-rational components. See Chapter "Changes Needed in Knowledge" (and especially notes on policy science pp. 240-245); also discussion in Chapter 19 on organizations for policy analysis. Excellent bibliographic essay, pp. 327-356. IMPORTANT.

d. General Futures

62. Michael, Donald N. The Unprepared Society. New York: Basic Books, 1968, 132 pp., $4.95.

A general discussion of problems faced in "looking at tomorrow," with the final chapter "Some Challenges for Educators" covering some implications for education. A short forward by Ward Madden has an excellent summation on the "new breed" of futurists. RECOMMENDED AS AN INTRODUCTION TO ACTIVITIES IN FUTURE STUDIES.

2. GENERAL

a. Trends

75. Encyclopedia Britannica, 1969 Britannica Yearbook of Science and the Future. Chicago: Encyclopedia Britannica, 1969, 447 pp.

The first annual companion volume to the Britannica Book of the Year, designed to keep the layman up to date on the marvels of science. 13 feature articles by leading authorities, an essay by Kahn and Wiener on "Man and His Future,"

and a 170 pp. section on 'The Science Year in Review." The article by Isaac Asimov on science fiction wiritings as the Tomorrow Seekers is interesting but parochial. RECOMMENDED AS A VALUABLE OVERVIEW OF SCIENTFIC TRENDS.

b. Descriptive Futures

94. Baier, Kurt and Nicholas Rescher (eds.). Values and the Future: The Impact of Technological Change on American Values. New York: The Free Press, 1969, 527 pp/ Bib., pp. 472-512.

17 essays aimed "toward the discovery of ways of guiding social change in directions which are at the least not incompatible with the realization of our deepest values, and perhaps even helpful to it." (p. v.) Some groundwork is laid for a new profession of "value impact forecasters," especially via methodological pieces by Rescher, Gordon, and Helmer. The other essays are largely focused on economics, and the editors readily confess the weakness of excluding views by anthropologists, sociologists, and psychologists. There are two bibliographies: the first lists 300 uncategorized items on technological progress and future-oriented studies; the second offers about 500 categorized items on theory of value. IMPORTANT.

117. Gordon, T.J. and Olaf Helmer. A Report on a Technological and Societal Delphi Study. Middletown, Conn.: Institute for the Future, June 1969. (Jointly sponsored by the Educational Policy Research Center at Syracuse).

c. Technological Impacts

167. Ferkiss, Victor C. Technological Man: The Myth and The Reality, New York: George Braziller, 1969, 352 pp. Bibliography, pp. 295-327.

A political scientist looks at the vast changes transforming society. His conclusion is that "Technological man is more myth than reality...Bourgeois man is still in the saddle... At the same time, an existential revolution is under way that may destroy the identity of the human race, make society unmanageable and render the planet literally uninhabitable. Bourgeois man is incapable of coping with this revolution. The race's only salvation is in the creation of technological man." (p. 245) To survive, a new philosophy is required, involving the new naturalism, the new holism, and the new immanentism. (p. 252) Chapter 4, "The Prophets of the New" provides an excellent critique of prominent writers such as Ellul, McLuhan, Teilhard de Chardin, Skinner, Landers, and Marx. The unannotated bibliography lists about 500 books and 400 articles on technology, social change, and the future. HIGHLY RECOMMENDED.

d. Prescriptive Futures

190. U.S. Dept. of Housing & Urban Development. Tomorrow's Transportation: New Systems for the Urban Future. Washington, D.C.: Office of Metropolitan Development, Urban Transportation Administration, May, 1968, 100 pp

The report, a summary of recommendations for a comprehensive program in all aspects of urban transportation, is the first major effort of its kind. After surveying trends in urbanization and urban transportation, lists various inter-related strategies for action, including recommended future systems such as dial-a-bus, personal rapid transit, dual mode vehicle systems, automated dual mode bus, pallet or ferry systems, and fast interurban transit links. Plans for new and existing educational systems should ideally be linked into these developments; conversely, where new developments in transportation are seen as inhibiting the attainment of education purposes, such points of conflict should be highlighted. IMPORTANT.

e. Scenarios

201. Huxley, Aldous. Brave New World. New York: Harper and Bros., 1932.

202. Huxley, Aldous. Brave New World Revisited. New York: Harper and Bros., 1958.

205. Orwell, George. 1984. New York, Harcourt, Brace, 1949.

206. Skinner, B.F. Walden Two. New York: Macmillan, 1948, paperback edition, 1962, 320 pp.

3. TRENDS IN EDUCATION

a. Elementary and Secondary

218. Goodlad, John I. "The Schools vs. Education," Saturday Review, April 19, 1969.

A critique based on many classroom visits, of the lack of progress in the past ten years. "Popular innovations of the decade--non-grading, team teaching, 'discovery' learning, and programmed instruction--were talked about by teachers and principals alike but were rarely in evidence." This well-known educator concluded that "That schools are conspicuously ill-suited to the needs of at least 30 percent of their present clientele" (p. 61). RECOMMENDED as a short, no-nonsense overview of the state of elementary and secondary education in America.

229. Mayhew, Lewis B. (ed.). Higher Education in the Revolutionary Decades. Berkeley: McCutchan, 1967, 466 pp.

A reader presenting an excellent selection of 34 articles, many of which are cited elsewhere in this bibliography. Although many of the articles deal with trends in the revolutionary decades since World War II, the inclusion of several future-oriented articles implies that forthcoming decades will also be revolutionary. HIGHLY RECOMMENDED for an overview perspective.

b. Other or Both

240. Coombs, Philip H. The World Educational Crisis: A Systems Analysis. New York: Oxford, 1968, 241 pp/ (With excellent 10 page annotated bibliography).

A highly competent overview of international educational trends, indicating that problems of rising demand and system obsolescence are plaguing all nations in all parts of the world. Sophisticated but readable analysis of inputs, outputs, and "nonformal" (or periphery) education. AN ESSENTIAL FOUNDATION DOCUMENT FOR ANY FUTURE-CASTER.

4. DESCRIPTIVE FUTURES

a. Elementary and Secondary

259. McLuhan, Marshall and George B. Leonard, "The Future of Education: The Class of 1989," Look, 31:4, February 21, 1967, pp. 23-25.

A short and provocative forecast of edueation by two leading thinkers. Mass education is seen as a child of the mechanical age, and with the advent of new technologies, "the very first casualty of the present-day school system may very well be the business of teacher-led instruction as we now know it." The new education "will be more concerned with training the senses and perceptions than with stuffing brains...The new student who makes his own educational space, his own curriculum and even develops many of his own learning methods will be unique, irreplaceable." RECOMMENDED.

266. Eurich, Alvin C. (ed.). Campus 1980: The Shape of the Future in American Higher Education, New York: Delacorte Press, 1968, 327 pp.

A competent anthology of essays by the top names in education. RECOMMENDED

6. PRESCRIPTIVE FUTURES FOR EDUCATION

a. Elementary and Secondary

330. Glasser, William, M.D. Schools Without Failure. New York; Harper and Row, 1969, 235 pp.

"Believes that education today is failure-oriented to a large degree. Proposes a new program based on increased involvement and thinking rather than on memory drill. His approaches in the classroom covering punishment, responsibility, homework and grading are applicable from kindergarten to graduate school." (Book club advt.)

350. Toffler, Al in (ed.). The Schoolhouse in the City. NY: Praeger, 1968, 255 pp.

Sponsored by Stanford and Educational Facilities Laboratories, 21 authors offer answers on urban school construction problems, present case studies of developments in three cities(educational parks in Baltimore and Pittsburg; Linear City in Brooklyn), and project the possible future of the schoolhouse in the city.

b. Higher

360. The Committee on the Student in Higher Education. The Student in Higher Education. New Haven, CN: The Hazen Foundation, January, 1968, 66 pp.

"This report was written to bring attention to the possibility of developmental higher education.... These recommendations call for a major qualitative change in planning for the future of higher education. The Committee has no quarrel with the computer experts, the technical planners, and the budgetary wizards who are telling us how many students, teachers, and classrooms we will need by 1980.... but it is not enough, for they are not concerned with the character of education. It takes another kind of planner to consider and envision the quality of human relationships in the college environment." (p. 57). Many recommendations such as the whole freshman year as an orientation to learning, a reduction of competition, a proliferation of experimentation, a reforming of physical structures, etc. Clearly written with a human concern. RECOMMENDED.

379. Woodring, Paul. The Higher Learning in America: A Reassessment. NY: McGraw-Hill, 1968, 236 pp.

A provocative critique by the former education editor of the Saturday Review. See Part IV, "Problems and Proposals," especially Chapter 15 "Problems for Long-Range Planners," and "A Reform Plan for Higher Education" (p. 216). Some useful ideas, in addition to a classic example of future misperception ("The Prospect of Declining Enrollments, pp. 169-173) in that only student inputs from lower institutions are considered.

c. Other or Both

381. Eurich, Alvin C. Reforming American Education: The Innovative Approach to Improving Our Schools and Colleges. NY: Harper & Row, 1969, 269 pp.

"Education must be vastly improved to meet the challenges of the present and the future; the innovative approach is the most promising strategy for bringing about such improvement." (p. xiii) Taking a wide-angle view, the author discusses rigid dogmas, the necessity for bold public policies, provocative new developments, new patters of reform at all levels, and education as a futurist enterprise. RECOMMENDED.

7. SCENARIOS OF EDUCATION

a. Elementary and Secondary

403. Leonard, George B. "Visiting Day, 2001 A.D.," Chapter 8 in Leonard, Education and Ecstasy. NY: Delacorte Press, 1968, pp. 139-155.

A scenario of a grade school where children are free to come and go as they please, and, while at the school, "they are absolutely free to go and do anything they wish that does not hurt someone else. They are free learners." (p. 140) The scenario is tied in to electronic learning aids, including a cross-matrix stimulus and response form which injects non-programmed material to provide novelty and surprise. "The Great National School Debate of the middle and late 1970's concerned what to do with all the extra time gained by the new mode of learning." (p. 144). RECOMMENDED.

b. Higher

409. Eurich, Alvin C. "A 21st Century View of American Higher Education," Chapter 13 in Eurich, Reforming American Education: The Innovative Approach to Improving our Schools and Colleges. NY: Harper & Row, 1969, pp. 175-199.

An updated scenario from Eurich's 1963 effort, touching on university cities, sea-grant colleges or floating ocean cities, the revival of philosophy and the humanities to deal with spiritual malaise, learning terminals with graphic tablets and multipurpose TV type displays, computerized learning, internationalization, individualization, etc. RECOMMENDED.

SAMPLE LIST OF SOURCES CONCERNING THE FUTURE

Organizations

(1) World Future Society
P.O. Box 19285
Twentieth Street Station
Washington, D.C. 20036

(2) TEMPO
General Electric Company
816 State Street
Santa Barbara, CA 93102

(3) The RAND Corporation
1700 Main Street
Santa Monica, CA 90406

(4) The Hudson Institute
Harmon, NY

Publications

(A) The Futurist: A Journal of Forecasts, Trends and Ideas About the Future. Published bi-monthly by the World Future Society(see above).

(B) The Year 2000: A Framework for Speculation on the Next Thirty-Three Years. By Herman Kahn and Anthony J. Weiner. (The Macmillan Company, 1967).

(C) Toward the Year 2018. Edited by the Foreign Policy Association. (Cowles Education Corporation, 1968).

(D) Here Comes Tomorrow! (Living and Working in the Year 2000). By the Staff of the Wall Street Journal. (Dow Jones Books, 1967).

(E) The Most Probable World. By Stuart Chase. (Harper & Row, 1968).

(F) Three different volumes commissioned and edited by William R. Ewald, Jr., on behalf of the American Institute of Planners' Fiftieth Year Consultation:
Environment for Man
Environment and Change
Environment and Policy
Indiana University Press, 1968.

(G) Preparing Tomorrow's Business Leaders Today. Edited by Peter F. Drucker. (Prentice-Hall, 1969).

(H) The Age of Discontinuity: Guidelines to Our Changing Society. By Peter F. Drucker. (Harper & Row, 1969).

30 REPRESENTATIVE BOOKS ON FUTURISM PUBLISHED SINCE 1960

Seminar in Communication and Futurism
William Conboy

1. The Year 2000: A Framework for Speculation on the Next Thirty-Three Years. Herman Kahn and Anthony J. Wiener. Macmillan. 1967.
2. Toward the Year 2018. Edited by the Foreign Policy Association. Cowles Education Corporation. 1968.
3. Man and the Future. Edited by James E. Gunn. The University Press of Kansas. 1968.

4. Future Shock. Alvin Toffler. Random House. 1970.

5. Here Comes Tomorrow: Living and Working in the Year 2000. By the staff of the Wall Street Journal. Dow Jones Books. 1967.

6. The Second Genesis: The Coming Control of Life. Albert Rosenfeld. Prentice-Hall. 1969.

7. Knowledge and the Future of Man. Edited by Walter J. Ong. Simon and Schuster. 1968.

8. Toward the Year 2000: Work in Progress. Edited by Daniel Bell. Beacon Press. 1969. (Essentially the same as the Summer 1967 issue of Daedalus--the first report from the Commission on the Year 2000 established by the American Academy of Arts and Sciences.)

9. The End of the Twentieth Century? Desmond King-Hele. St. Martin's Press. 1970.

10. 1975: and the Changes to Come. Arnold B. Barach and the Kiplinger Washington Editors. Harper & Row. 1962.

11. The 21st Century: The New Age of Exploration. Fred Warshofsky. Viking Press. 1969.

12. The 21st Century: The Control of Life. Fred Warshofsky. Viking Press. 1969.

13. Toward Century 21: Technology, Society, and Human Values. Edited by C.S. Wallia. Basic Books. 1970.

14. Environment for Man: The Next Fifty Years. Edited by William R. Ewald, Jr. Indiana University Press. 1967.

15. Environment and Change: The Next Fifty Years. Edited by William R. Ewald, Jr. Indiana University Press. 1968.

16. Environment and Policy: The Next Fifty Years. Edited by William R. Ewald, Jr. Indiana University Press. 1968.

17. The Most Probable World. Stuart Chase. Harper & Row. 1968.

18. The Next 500 Years: Scientific Predictions of Major Social Trends. Burnham P. Beckwith. Exposition Press. 1967.

19. The Prometheus Project: Mankind's Search for Long-Range Goals. Gerald Feinberg. Doubleday. 1968.

20. The Age of Discontinuity: Guidelines to Our Changing Society. Peter F. Drucker. Harper & Row. 1969.

21. Preparing Tomorrow's Business Leaders Today. Edited by Peter F. Drucker. Prentice-Hall. 1969.

22. Profiles of the Future. Arthur C. Clarke. Harper & Row. 1963.

23. The Future of Man. Peter B. Medawar. Basic Books. 1960.

24. Campus 1980: The Shape of the Future in American Higher Education. Edited by Alvin C. Eurich. Delacorte Press. 1968.

25. The Coming World Transformation. Ferdinand Lundberg. Doubleday. 1963.

26. Mankind 2000. Edited by Robert Jungk and Johan Galtung. Universitets-forlaget (Oslo). 1969.

27. The Future of the Future. John McHale. George Braziller (New York). 1969.

28. Evolving Mankind's Future. Julius Stulman. Lippincott. 1967.

29. Values and the Future: The Impact of Technological Change on American Values. Edited by Kurt Baier and Nicholas Rescher. The Free Press. 1969

30. Designing Education for the Future, Volumes 1, 2, and 3. Edited by Edgar L. Morphet and Charles O. Ryan. Citation Press. 1967.

TOPICS FOR FUTURE ANALYSIS

(1) The Physical Environment		
(2) People		
(3) The Human Spirit		
(4) Natural and Physical Sciences		
(5) Behavioral Science		
(6) Transportation		
(7) Communications Media		
(8) The Social Environment		
(9) Government and Politics		
(10) War and Peace		
(11) Space Exploration		
(12) Education		
(13) Resources		
(14) Energy		
(15) Technology		
(16) Business		
(17) The Arts		
(18) The Law and the Courts		

(19) Change		
(20) Prediction Methods		
(21) Planning/Design		

FORE -- FUTURE ORIENTED RECREATIONAL EXERCISE

A Do-It-Yourself Game for the Next Hundred Years

Purpose: To select specific desired changes, and to attempt to implement these changes in four stages over the next century.

Board: The Board is designed to represent time from 1971 to the year 2071 in four 25-year stages.

Tracks: On the Board are three tracks which correspond to basic themes in civilization:

Economic production -- Material goods and services. Business. Industry. Agriculture. Technology.
Political development -- Government operations. Laws and the Courts. Executive, legislative, and judicial functions. Organization. Structure.
Personal growth -- The humanistic tradition. Values. Art and aesthetics. Inner experience. Education and learning. Personal relations. Religion and mysticism.

Parties: Participants (players) are divided into four teams. Three of the teams are "parties" in the political sense. There is a White Party, a Red Party, and a Blue Party. Members of each party have the same colored energy tokens (poker chips, that is). These energy tokens are used to pay the "cost" of social change.

Umpiring Team: The fourth team is not a party, but an Umpiring Team. This team arbitrates issues which arise among teams (parties) during the course of play, and it evaluates the changes which the other teams bring about in the world over time.

Sequence of Play:

(1) Each party has its own caucus -- at which time it decides on its dominant identity for the first 25 years. This identity should be general at this point. A short written credo is formulated.

(2) Next each party should write one or more "change programs" for the year 1996. Each proposal should be placed in an envelope on the appropriate track between 1971 and 1996.

(3) Each proposal is then read aloud in turn -- and is rated by the other two parties as to the degree of change the program represents: (a) no real change, (b) minor change, (c) moderate change, (d) major change. An arithmetic average will be used.

(4) Each proposal is then rated by the other two parties as to its dependence on one or both of the other tracks. The inter-relationship may be assessed as (a) none, (b) some, or (c) much.

(5) The cost of a program is related to its rated change-effect: (a) "no real change" requires no investment of energy points, (b) "minor change" requires 30 points to accomplish, (c) "moderate change" requires 60 points to accomplish, and (d) "major change" requires 100 points investment.

(6) In the case of inter-track dependence, (a) "none" requires no additional investment in another track, (b) "some" requires an investment of half as many points as are called for by the rated change-effect in any related track, and (c) "much" calls for points in a second or third track equal to the previously rated change-effect points assigned in the original track.

(7) At this point, there is negotiation among the three parties -- soliciting support for proposals. When the round ends, the "costs" must be met for any proposal or no change occurs.

(8) Also at this point, the Umpiring Team agrees upon at least three (one in each track) problems (trends or conditions) which characterize the present. These will be used as yardsticks to evaluate progress by 1996.

(9) At a signal, energy tokens are invested by individuals or groups -- the chips being placed on the appropriate card in any given track. Each player has 25 chips.

(10) If the energy "cost" is met or exceeded for a given proposal, the change is considered to occur by the target date. If the point demands are not met, the change does not occur in any degree.

(11) The Umpiring Team evaluates 1996 on two bases: (a) Is the world better or worse off than it was in 1971? Progress or deterioration? (b) What problems have arisen or gotten worse by 1996 as a result of neglect or of the very changes which the parties have brought about? Negative side effects or cross-impacts?

(12) Each player reclaims 25 chips and the entire process begins again -- aiming at the year 2021.

(13) And so on to the year 2046.

(14) With the final phase ending at the year 2071.

FUTURE COMMUNICATION TECHNOLOGIES: GAINING AN INTERNATIONAL DATA BASE

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INTRODUCTION

We exist today in the midst of an undisputed communication explosion. Mass distribution of printed material, transworld telegraphy, satellite television transmission and all other forms of communication technology are reducing at ever-increasing rates the size of the world community. As our world shrinks from the weight of this technological progress, our "neighbors" across the seas become more and more truly our neighbors. Once we had little need to attempt to understand and communicate with people 100 miles away because we had and needed very little contact. Today's technology has reduced that provincial geography to a shambles. With the geographic reduction has come an accompanying psychological enlargement of those alien "people-objects" into real and live persons with whom one must interact whether or not he would have it so. McLuhan speaks to this point:

> Electric circuitry has overthrown the regime of "time" and "space" and pours upon us instantly and continuously the concerns of all other men. It has reconstituted dialogue on a global scale. Its message is total change, ending psychic, social, economic and political parochialism. [4; p. 16]

The point is both obvious and nearly trite; it need not be elaborated here save for pointing out the international implications to which it alludes. An increased awareness of a human society rather than individual political societies ought not to be reflected only in our technological achievements. While the technology of mass media has expanded our physical horizons, men themselves remain as the essential element.

Research activities concerning the technological aspects of mass communication have been initiated recently on an international basis by such programs as UNESCO's proposal (1970) [6] to develop a world-wide network of mass communication centers. However, there exists no comparable organization whose concern is primarily with the social-psychological research of human, as opposed to technological, communication. We encourage and support such technological research efforts as UNESCO's while despairing the neglect by U.S. investigators of interpersonal human communication research in countries other than the U.S.

PURPOSE

The purpose of this paper is to explain the concept of an organization for the retrieval and evaluation of international research data in the study of human communication (HumCo).

Our initial question was whether we were to infer that little HumCo work was being done outside English-speaking countries (primarily the U.S.). Preliminary investigation rapidly led us to reject that suggestion. However, we have found few attempts at collecting or disseminating, let alone evaluating, what must certainly be a wealth of now-obscure research information. It was from that basis that the idea for the organization described in this paper grew. It is our belief that the future progress of the speech communication discipline is dependent on an international data base.

RATIONALE

The philosophy and functions of a "Human Communication International Research Corsortium" (HIRC) were developed very simply from the basic assumptions of scientific research in general. We presumed the need for a centralized agency in order to provide researchers and other scholars ready access to information otherwise very likely inaccessible.

Science is inherently cumulative and only stands firmly on the foundation provided by that research which has gone before. This is obvious in the physical sciences and ought to be obvious for the behavioral sciences. However much they might differ in specific techniques, the behavioral sciences share with the physical sciences this need for cumulative knowledge. If the scientific investigation of HumCo is to develop to its most worthwhile measure, the research of the past must become part of the reality of today. TO LIMIT THE EVALUATION AND DISSEMINATION OF PRESENTLY AVAILABLE INFORMATION IS TO RESTRICT NEEDLESSLY THE FUTURE GROWTH OF THE DISCIPLINE. Whether those restrictions are due to a geographic or academic provinciality, to translation difficulties, to sheer ignorance of what is available, or for whatever reasons, it is assumed that such limitations are not in the best interests of the discipline. And, in fact, such needless restrictions defeat the very methodological goals of scientific inquiry -- the capability of replicative and progressive investigation. Such replications must be creatively bound to previous research efforts in ways which mere duplicative research cannot match.

At present, diverse segments of the academic community conduct research on many HumCoproblems as well as on relevant related problems. The proliferation of behavioral-oriented communication research has led to an increasingly unmanageable body of literature and to many divergent subsystem research priorities. This is not to lament the fact that HumCo research interests have become mature enough to segment themselves into more clearly defined problem areas; to the contrary, this is as it should be.

The sheer scope of HumCo, however, creates the essential dilemma: the more clearly defined the specific research interests become, the more divergent they become; the more divergent those interests become, the more they become diffused over the entire population of investigators. This means quite simply that it has become most difficult to remain knowledgeable even about potential areas of research, and nearly impossible just to skim representative reports of

specific work in more than a few of those research areas. INEVITABLY, THE DEFINITION OF EVER-CLEARER RESEARCH INTERESTS AND SPECIALITIES LEADS TO MORE AND MORE RESEARCHERS KNOWING LESS AND LESS ABOUT MORE AND MORE.

Slowly, but rather surely, the rapidly accumulating bits and pieces of knowledge gleaned from HumCo research are being revealed as not building a unified house of theory and practice once envisioned. The importance of this notion was underscored recently in a report by the "Special Commission on the Social Sciences." [5]. The Commission, convened by the National Science Foundation, assessed the current state and promise of the social sciences in the United States. The Commission's lament, in large measure, was that the work currently being done within the various social sciences appears to be too fragmented, too splintered and individually distributed to result in concerted attacks on given problems.

> Empirical research tends to be exploratory, or for the purpose of testing theoretical propositions, rather than for practical problem-solving. Even when social science work is directed to application, it often produces fragments of knowledge that need to be joined with other fragments to present a program of action. Until this is accomplished, these fragments lie around, as John W. Gardner has put it, like loose bricks in a brickyard. [5; p. 15; underlining ours].

It does not take much imagination to conceive of contemporary American HumCo research as Gardner's "loose bricks;" it takes a little more to imagine that there are bricks lying in others' brickyards as well.

By having research information in one location, it would seem possible not only to methodically and intelligently "pull together" research and research themes, but more importantly, to be in a position of spotting weak areas and thus suggesting research to be conducted to reinforce the fabric with the missing threads. Such centralization of research data would allow for the continual evaluation of HumCo research, the dissemination of both the evaluations and the research reports as well as suggestions of research priorities necessary in the search for intelligently "complete" answers.

It is clear to us that individual research efforts are not enough. What is needed are many persons with many interests working on many fronts and, at the same time, some way to overview those individual efforts with the larger picture in mind. This was the beginning of HIRC.

SCOPE

It is extremely important at this point to emphasize what we conceive HIRC as not becoming: It ought not to be just an "international library," a far-ranging repository for individual documents. Its far more important function lies in the compilation of information in order to do something with it. It is that "something" wherein HIRC's potentially great contribution may be seen. It is intended to be a clearinghouse for sorting and sifting research reports with the objective of

pulling from individual research efforts those elements which, when combined, would offer a better perspective from which to assess the collective assault being made on given problems.

The HIRC concept ought not to be misconstrued as a "job for technicians," that is, in the sense of its operation being only technologically functional. Quite to the contrary, much professional skill and shrewd educated guessing is of basic import if its joint intellectual and practicial function of ADVANCING as opposed to simply COLLECTING information is to mature to worthwhile fruition.

Any computer may be programmed to cull and choose important variables and spot weak areas of research -- but not until the pertinent variables are tucked securely into its mechanical craw -- and we are a long way from knowing enough to keep a computer from starving to death. In fact, HIRC was designed to locate and consolidate just that type of information. However, even if the state of HumCo knowledge were developed to the point of having discovered and classified most of the important variables, such a concept as HIRC would still have its utility, it would simply be less critical to develop and more of an argument would rest on the economic features of centralization.

The point is fruitless to pursue beyond its having been made; HumCo researchers are in desperate need of an organization to DISCOVER important variables and their effects, not simply to UNCOVER and classify them. We think we have made a significant start in that direction with HIRC.

FUNCTIONS

Objectives

HIRC has two broad initial objectives relative to its primary purpose of evaluating and disseminating international research information relevant to the study of HumCo:

1. To increase the accessibility of relevant internatinnal behavioral research information and data by:
   a. Collecting, consolidating and storing international HumCo research documents; and
   b. Establishing the necessary means for creating a clearinghouse for the dissemination of that research information.
2. To generate a basis for focused, centralized research assessment and to stimulate continuity research by:
   a. Establishing a process of comparative evaluation of research; culling from diverse research reports those threads of similarities and differences which advance and attack research problems in an orderly fashion, noting strengths and weaknesses within given problem/variable areas as well as given research efforts; and

b. Establishing a system for the rapid retrieval both of research data and of suggestions for further research based on the staff's comparative evaluation of available research information.

As noted, the immediate, tangible objective of HIRC is the collection, evaluation and dissemination of international research data. THE ULTIMATE OBJECTIVE IS TO GENERATE A HEURISTIC BASIS FOR CONTINUITY RESEARCH. After the Consortium has been operative for a period of time, we anticipate the creation of a research program within the organization which will fund and conduct research suggested by the evaluative branch of the operation.

Initial Activities

At the outset of HIRC's operations a few general functions and initial activities would seem to warrant immediate attention:

1. Develop the necessary communication channels with international agencies (e.g. universities, regional research centers, etc.) for the collection of research documents, materials, etc. on a continuing basis.

2. Develop programs of specific research evaluation in order to classify available research and to identify strengths and weaknesses of that information in order to suggest necessary further research on given problems and variables.

3. Develop computer-based information retrieval systems and programs.

4. Develop specific methods for disseminating both the collected research information and the specific suggestions for research based on HIRC's comparative evaluation of available research information.

   a. Develop hardcopy output of such information in the form of a journal, monograph series, newsletter, etc. for professional distribution and specific research reports for consortium members, subscribers and other private distribution.

   b. Develop other output channels such as seminars, colloquia, regional meetings, etc.

5. Plan eventually to develop a research arm within the organization to conduct and fund research projects, primarily those arising from and/or relating to the "suggested research" developed in the "Evaluation" sector of HIRC.

DISCUSSION

There are several excellent reasons for the necessity of an agency such as HIRC, not the least of which is found in the "continuity research" notion. First, however, we would do well to recognize another need. It is obvious that we are rapidly and inevitably approaching an era of "internationalism" in which increasing personal and cultural as well as political contact with many persons from

many cultures will one day become a common reality. If we wish to understand, to speak with each other, rather than talk at each other, we had better have some basis for that understanding. Flying by the seat of one's pants on intuitive knowledge alone was satisfactory for the early days of aviation; such a procedure interacting with today's technology, however, would likely find one's pant seat hanging from a tree.

We are hiding our heads in a parochial sandbox if we persist in believing that outside our own academic and geographic boundaries there is little to learn in furthering our understanding both of other men and of the HumCo process. In a very brief span of time, the present writers have found many extremely pertinent research reports by foreign scholars dealing with problems relevant to HumCo, quite a few of which would likely have gone unnoticed but for a most observant eye and a lucky glance. (See, for example, Bjerg [1] and Blegen [2]. These two as well as many others represent substantive contributions to the study of HumCo and, keep in mind, are simply those reports which have been translated specifically for distribution in the English-speaking world). We are convinced there lies a great wealth of largely untapped (by us) knowledge to be mined by the exploration of foreign scholarship. To be sure, there likely exists much untapped information in the U.S. as well; nevertheless, the U.S. is hardly the repository of all knowledge.

International Perspectives

Unless we forgo our traditional psychic and geographic provincialism, we'll not only lose an opportunity to increase our understanding of others, we'll lose an opportunity to increase our understanding of the entire HumCo process. We must discard the antiquated "white man's burden" concept in both the acquisition and use of HumCo information lest we fall into the trap described so well in the recent report [3] dealing with the execution of many U.S. international programs. The report took issue with the way many programs were implemented abroad, primarily with the attitude that all we have to do is to teach the "natives" how to emulate our technological prowess and all will be well. As a result of such thinking, tractors have been left to rust in a faraway field because no one know anything about spark plugs nor, for that matter, had any; radios have been found in the underbrush, tossed aside when the "voice" inside died from electrical starvation. The list goes on. At any rate, many persons and disciplines in the physical and social sciences have not fallen prey to such a fate. International interaction, interchange and mutual understanding is second nature to such persons and disciplines. That seems generally not to be the case for those of us in HumCo -- yet. It ought to be.

It must be noted that to a great extent the above implied comparison of HIRC with other international programs is most unfair. Most American international studies, centers, projects, etc. typically are concerned with EXPORTING OUR information, knowledge, skills, talents to those outside our culture. HIRC, on the other hand, is concerned with IMPORTING OTHERS' information, knowledge,

skills, talents from outside our culture. In a sense, the difference suggested here is that projects such as the various international agriculture programs are intended to help, and thus are aimed at, the lower economic classes, while HIRC aims at the "scholarly" classes. The one emphasis is on DEVELOPING countries, the other on DEVELOPED. HIRC's emphasis is on the developed countries, that is, at least at first.

This must not be understood as implying that the informational output derived from HIRC could not be used in developing countries. It simply recognizes the fact that a farmer who tills his soil from dawn to late day with an antique plow has neither the time nor the inclination to speculate about nor to research questions relating to human communication. Neither does this imply he does not need to benefit from such pursuits. For example, in November, 1970, the writers were among those from whom A.I.D. requested a research proposal to determine the research priorities necessary for the future use of communication technology in developing countries. HIRC, functioning as outlined in this paper, could have provided at least a part of that information to A.I.D. -- not on a one-shot basis, but on a continuing basis, so long as the operation were maintained. This would have been a lovely area in which HIRC could have helped in the developing countries. HIRC must obviously become fully operational, however, before such aid may be given.

Continuity Research

"Continuity research" is the keystone to the Consortium concept. Commonplace, indeed, is the cry that researchers seem only to attack problems disjointly, ununitedly. Educational institutions regularly require, as do journal editors, extensive "reviews of literature" on which to base one's own work. Unless this practice has become a simple exercise of proving one has read the material just to prove it, there obviously exists a need to base one's work on what has gone before. That need exists not only for work done in HumCo within the U.S., though it surely exists here (in great measure unfulfilled), but also for work done throughout the world across many cultures, across many peoples. "There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy."

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CONFERENCE LUNCHEON ADDRESS

"Communication Rights of Mankind:
Present and Future"

L. S. Harms
University of Hawaii

Chicago held a very special place in my boyhood puzzlements. As you can perhaps still hear in the way I talk, I grew up out in the country in South Dakota. For my first eight years of "learning," I attended what now appears to have been an avant-garde and subversive, old-fashioned, one-room country school. By Dakota standards, we lived within easy walking distance of that school, it was only about a mile down the road, and between our homestead and the school lay the Chicago and Northwestern railroad tracks. On a lucky day, a long, slow freight would emerge out of the horizon and block our path for a time. We'd wave at the engineer, the hobos in the box cars, the few hardy travelers in the passenger car, and the man in the caboose. Usually, a few crows would perch on the telephone and telegraph lines and join us in our train-watching.

Just among us boys, we were pretty sure there was a Chicago, and that the train did come from there. But we weren't really certain about that because we always wondered what happened down-line where the railroad tracks seemed to run together and the telephone poles seemed to sink into the ground. On a day made eventful by the passing of a train, we'd arrive late for school, and to lift the shroud of silent disapproval that a country school teacher often draped over misbehaving boys, we countered with out best and brightest questions. I still remember the answers. Yes, of course, the tracks extended to Chicago. No, she didn't know anyone who had ever taken the train to Chicago. Yes, of course, both the telephone and telegraph lines stretched all the way to Chicago. No, she had never got a telegram from anyone in Chicago or phoned there; didn't know anyone who had either. In the days of my early boyhood, Chicago was an unimaginable place -- somewhere out there beyond the morning mist of the prairie horizon.

Many of you, also, grew up out in the country or in small towns within a radius of a few hundred miles of Chicago. Quite naturally, the professional Association we form has its roots deep in the good earth of mid-West America. After harvest-time last September, a few of us met out in the country at Airlie House to consider the future of our Association, to inquire what our priorities should be, and to plan how these priorities or goals might be met. As you know, the Airlie House group recommended -- and our Association approved -- a challenging set of goals. Among these recommendations, as a highest priority long-range goal, was the simple but comprehensive: To Advance the Right of Man to Communicate. It is this goal that I would like to talk to you about today for our Association has placed that Right to Communicate goal on its formal agenda and it is likely to remain an item of unfinished business for a considerable time.

When we speak of a long-range goal, we are speaking of a span of time longer than the productive life of a professional person in our field, but not longer than the productive

P R O C E E D I N G S

Speech Communication Association
Summer Conference IX

Long Range Goals and Priorities in Speech Communication

Palmer House Hotel, Chicago, Illinois
July 12-14, 1973

Edited By
Robert C. Jeffrey
and
William Work

Speech Communication Association
Statler Hilton Hotel
New York, New York 10001

PREFACE

In September 1972, the Speech Communication Association sponsored a conference at Airlie House, Virginia to consider long-range goals and priorities for the Association and the profession. The seventeen conferees at the Airlie Conference generated a report (published in the April, 1973 issue of Spectra) that was widely discussed at the 1972 SCA Convention in December. The Legislative Council at that convention approved plans for the 1973 Summer Conference to expand upon the "Airlie Report."

The basic purpose of the Ninth Annual SCA Summer Conference was to extend the impact of the Airlie Conference by democratizing participation. The planners of the Conference predicted that those attending would contribute significantly to thought about the future of the profession by further defining goals, designing implementation strategies, and establishing priorities. To that end, all members of the SCA were invited to participate.

Since the "Airlie Report" presented recommendations in three broad areas—Education, Research, and Futurism—, the major divisions of the Conference were arranged to reflect those areas. Participants in Division A considered Education priorities, those in Division B dealt with Research priorities and those in Division C reflected on Futuristic priorities. Divisions A and B were each further organized into three Groups and Division C into two Groups. Participants, upon registering for the Conference, were asked to select the Division and Group in which he/she would like to participate. The Conference Program, reproduced in this report, sets out the sequence of events within the Groups and Divisions over the one and a half day conference.

The Division directors were asked to keep careful records of the deliberations within the Division, particularly of the recommendations and supporting rationales. They were also asked to collect any materials that were distributed to the Groups for reproduction in these Proceedings. Division Directors Ronald Allen and Lloyd Bitzer of the University of Wisconsin and Frank Dance of the University of Denver were diligent and aggressively original in planning for the work of the Divisions, and they were prompt in forwarding materials for publication. I am deeply indebted to them. The product of their labors and those of the Group chairmen forms the basis for this publication.

Major contributions were made to the Conference by Neil Postman of New York University who delivered a provocative and stimulating keynote address, and by L.S. Harms of the University of Hawaii, who concluded the conference with a look into the future, as the luncheon speaker. Transcripts of their addresses appear in these Proceedings.

The Director of the Conference is grateful to William Work, Executive Secretary of the SCA, for his efficiency in coordinating the efforts of many people who contributed to the Conference. The major kudos, however, go to the participants who generated the thought represented on the pages that follow.

Robert C. Jeffrey
Conference Director

PROGRAM
SCA SUMMER CONFERENCE IX

Palmer House, Chicago — July 12-14, 1973

Thursday Evening, July 12

8:00 pm	Keynote Address: Neil Postman, New York University
9:00 pm	No Host Reception

Friday, July 13

9:00 am	'The Airlie Conference,' First Vice-President Samuel L. Becker
9:15 a.m.	SCA Summer Conference IX Overview, President Robert C. Jeffrey
9:30-9:55 am	Organization of Conference Divisions
Division A:	Education Priorities, Ronald R. Allen, Director
Division B:	Research Priorities, Lloyd F. Bitzer, Director
Division C:	Futuristic Priorities, Frank E.X. Dance, Director
9:55-10:15 am	Coffee Break
10:15 am-12:15 pm	Division Groups Meet
A: Group 1:	Competency-Based Teacher Education, Gustav Friedrich, Chairman
Group 2:	Communication in the Secondary School Language Arts Curricula, Edward Pappas, Chairman
Group 3:	New Thrusts in Departmental Organization and the Preparation of Teachers, Barbara Lieb-Brilhart, Chairman
B: Group 1:	The Future of Communication Research, Gerald R. Miller, Chairman
Group 2:	Research Dealing with Models of Decision-Making, Kenneth E. Andersen, Chairman
Group 3:	Research on Problems of Freedom of Speech, Franklyn S. Haiman, Chairman
C: Group 1:	The Communication Needs & Rights of Mankind, L.S. Harms, Alton Barbour, Chairmen
Group 2:	Future Communication Technologies: Hardware and Software, William Conboy, Larry Wilder, & Jack Barwind, Chairmen
12:15-2:00 pm	Lunch Break
2:00-5:30 pm	Division Group Meetings Continue
8:00-10:30 pm	Optional Division Group Meetings

Saturday, July 14

9:00-10:40 am	Plenary Sessions: Divisions A, B, C.
10:40-11:00 am	Coffee Break
11:00-12:00 noon	Conference Plenary Session: Recommendations and Priorities
12:15-2:00 pm	Conference Luncheon Address: L.S. Harms, University of Hawaii, "The Communication Rights of Mankind: Present and Future"

Presiding at all General Sessions: Robert C. Jeffrey

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